

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019			Place date stamp here.
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:53</div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Weslaco ISD		108-913		
Vendor ID #	ESC Region #			DUNS #
74-6002548	01			076923143
Mailing address		City	State	ZIP Code
P.O. Box 266		Weslaco	TX	78599-0266
Primary Contact				
First name	M.I.	Last name	Title	
Elizabeth	A	Alaniz	Staff Development Director	
Telephone #	Email address		FAX #	
956-969-6801	eaalaniz@wisd.us		956-969-2664	
Secondary Contact				
First name	M.I.	Last name	Title	
Sergio		Garcia	Assistant Superintendent of Admin. & Support Services	
Telephone #	Email address		FAX #	
956-969-6500	sergarcia@wisd.us		956-969-2664	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Dr. Priscilla	M.I. Canales	Last name Canales	Title Superintendent
Telephone # 956-969-6500	Email address pcanales@wisd.us		FAX # 956-969-2664
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-18-111-114

Schedule #1—General Information

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108-913			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The proposed ACE program seeks to improve academic performance, improve promotion rates, improve college-ready graduates, improve the average ACT score, and support working families. The target student population will benefit by being offered hands-on project-based activities; tutoring services, that include one-on-one, small group and whole group, with research-based activities by highly qualified teachers in all content areas with an emphasis in reading and literacy. software-based tutoring and homework assistance; parent-teacher conferences; and student portfolios. In addition to these services, the targeted student population would benefit by the enrichment activities that are offered through the partnership with the Boys and Girls Club, Inc. of Weslaco and the TSTC Challenger Center, Robotics Club, Coding Club, and much more. Not only will the targeted student population benefit from what the ACE program has to offer but so will their siblings. The goals of the ACE grant are currently embedded in the district's SAIP plan; therefore, the proposed ACE program would work in conjunction with what the district is trying to accomplish.

The proposed ACE budget was developed by the Stakeholder Committee. The committee took into consideration the cost that would be associated with hiring ACE staff and the type of equipment each ACE staff member would need. The grant guidelines were reviewed to determine what type of trainings would be required by TEA in order to budget funds to cover expenses. The district studied the costs that would be needed to provide desired activities, including: extra-duty pay; contracts; supplies and materials for ACE students; technology for participating adults; and fuel for transportation. All of these amounts were totaled in order to provide the district with their projected budget.

The ultimate goal of ACE is to help students meet state and local academic achievement standards and help students graduate ready for college and the workforce. The demographics of the district relate to the defined goals and purposes of the ACE grant. The district's demographics indicate that there is a need to raise academic standards, especially in the reading and writing areas. Furthermore, the data demonstrates that the district's students are not adequately prepared for college and the workforce when compared to the regional area and state. Through the ACE program, the targeted students will be able to receive the much needed resources and materials to have them excel academically and be college and workforce ready. The needs assessment process to determine the targeted student population and areas of growth was designed by the Stakeholder Committee. The Stakeholder Committee and the Community Advisory Committee will continually evaluate the assessment process throughout the life of the ACE grant to determine its efficacy and if the process needs to be updated or changed.

The management plan developed for the proposed ACE grant program will ensure that the program receives consistent, high-quality management by including the objectives and goals, the strategies to achieve the objectives and goals, the milestones in which the objectives and goals will be met, the roles and responsibilities of personnel, the procedures to identify and recruit participants, the procedures to obtain resources and supplies, the services offered by community partnerships, and the communication plan. An organizational chart has been developed that will streamline personnel interaction and individual responsibilities in the structure of overall management.

The program will be evaluated in multiple manners. One of the evaluation pieces will be to solicit feedback from all stakeholders through surveys and monitor the progress of the ACE program on an on-going basis. The district will also utilize the data from the external evaluator to determine the program's progress in meeting the objectives and goals that have been set in place. The Stakeholder Committee carefully reviewed grant guidelines in order to ensure the application completely and accurately answered all TEA requirements. Statutory requirements were discussed and have been clearly addressed in each corresponding section.

Weslaco ISD currently offers limited after-school tutorials and activities, based upon funding, the participating campuses are unable to provide a structured comprehensive program that addresses the various needs of the students. The district is committed to the goals of the ACE grant program by providing students and their families access to academic, youth development, and family enrichment activities through this grant. Through these proposed activities the district should see positive results overall and be able to generate buy-in from all stakeholders involved to continue in funding after-school activities through local funds, lifelong partners and volunteers.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-913			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,301,432	\$0	\$1,301,432
Schedule #8	Professional and Contracted Services (6200)	6200	\$32,000	\$18,000	\$50,000
Schedule #9	Supplies and Materials (6300)	6300	\$106,568	\$0	\$106,568
Schedule #10	Other Operating Costs (6400)	6400	\$42,000	\$0	\$42,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,482,000	\$18,000	\$1,500,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,482,000	\$18,000	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-913		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$68,500
5 Site coordinator (required)	6		\$312,000
6 Family engagement specialist (required)	1		\$49,150
7 Secretary/administrative assistant	1		\$35,000
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$464,695
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay Teachers - \$25 x 28 teachers x 558 hours = \$390,600		\$390,600
25 6121	Support staff extra-duty pay Security - \$34 x 6 guards x 558 hours = \$113,832 Bus Drivers - \$20 x 8 x 506 hours = \$81,000 College Tutors - \$8 x 16 tutors x 486 hours = \$62,208		\$257,040
26 6140	Employee benefits (17%)		\$189,097
27	Subtotal substitute, extra-duty, benefits costs		\$836,737
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,301,432

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108-913		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Boys and Girls Club of Weslaco, Inc. The proposed ACE program will receive an instructor and materials on the following: Character and Leadership Development which empowers youth to support and influence their fellow members and the community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities. Education and Career Development enables youth to become proficient in basic educational disciplines, apply learning to everyday situation and embrace technology to optimize employability. Health and Life Skills develop young people's capacity to engage in positive behaviors that nurture their own well-being and self-sufficient adults. Enrichment Activities enable youth to develop their creativity and cultural awareness through knowledge and appreciation of visual arts and crafts, the performing arts and creative writing. Sports and Fitness develop exercise, positive use of leisure time, skills for stress management, appreciation for the environment and social and interpersonal skills. This program will involve youth participation in organized sports activities.	\$12,000
2	A-11st Education – ACT/SAT/TSI Test Prep training Trainings equip teachers with the tools and resources to effectively integrate content and strategies into existing curricula and to run a stand-alone course. Trainings are tailored to incorporate the TEKS allowing teachers to best leverage the new skills they acquire. To complement trainings, teacher books, study guides, and e-learning tools are provided.	\$15,000
3	TSTC Challenger Center All programs offered provide meaningful and engaging science, technology, engineering and math activities, and focus on: team-building, cooperation, critical thinking, and creative thinking.	\$5,000
4	External Evaluator The evaluator will collect and monitor the quality of the ACE program as needed by federal and state requirements.	\$18,000
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$50,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$50,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	Laptops (9) - This will be used by each individual involved: Project Director (1), Administrative Assistant (1), Site Coordinators (6), and Family Engagement Specialist (1) to enter student information, data, program activities, and other actions as required by the grant. (\$850 each) <ul style="list-style-type: none"> Grantee Level Costs = \$2,550 Center Level Costs = \$5,100 	\$7,650
	Printers (7) - This will be used by each individual involved: Project Director, Administrative Assistant and Family Engagement Specialist (1), and Site Coordinators (6) to print data reports, letters to parents and community, and other actions as required by the grant. (\$350 each) <ul style="list-style-type: none"> Grantee Level Costs = \$350 Center Level Costs = \$2,100 	\$2,450
	Scanners (7) - This will be used by each individual involved: Project Director, Administrative Assistant and Family Engagement Specialist (1), and Site Coordinators (6) to scan data reports, program activities, and other actions as required by the grant. (\$450 each) <ul style="list-style-type: none"> Grantee Level Costs = \$450 Center Level Costs = \$2,700 	\$3,150
	Student Services – The purchase of reading books, materials and equipment for program enrichment activity materials, and other supplies needed for student activities during the 35 weeks of the ACE program.	\$60,318
	Parental Resources - The purchase of books, instructional supplies and materials, equipment, and other actions as required by the grant for the 35 weeks of the ACE program. <ul style="list-style-type: none"> Center Level Costs = \$6,000 	\$6,000
	General Office Supplies – Supplies (i.e. paper, ink, pens, etc.) to be used by the Project Director (1), Administrative Assistant (1), Site Coordinators (6), and Family Engagement Specialist (1) to implement the guidelines and statutory requirements in the ACE program. <ul style="list-style-type: none"> Grantee Level Costs = \$2,000 Center Level Costs = \$9,000 	\$11,000
	Positive Promotions – The purchase of incentives to encourage and motivate students to demonstrate positive behavior, attendance, higher grades, etc. <ul style="list-style-type: none"> Center Level Costs = \$4,000 	\$4,000
	Transportation Costs – To pay for the usage of bus transportation home after the ACE program has concluded.	\$12,000
Grand total:		\$162,730

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 108-913		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$30,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
	Staff Travel – Travel to required ACE trainings, meetings, conferences, and workshops.	\$6,000
Grand total:		\$42,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108-913			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Program Director must have a minimum of a Bachelor's Degree in Education or a related field. A Master's Degree is preferred. A minimum of 3 years of experience in an educational and/or social work setting, and in fiscal management, data reporting, and management information system. Additionally, experience in supervisory of small to medium teams and knowledge of local youth service organizations.
2.	Site Coordinator(s)	The Site Coordinators must have a minimum of a Bachelor's Degree in education or of a related field. A experience working with at-risk children and families and be knowledgeable of local community resources. Additionally, experience in staff supervision is preferred.
3.	Family Engagement Specialist	The Family Engagement Specialist must have a minimum of a Bachelor's Degree in education, social work, or a related field. Experience in working with at-risk youth and families and coordinating with multi-cultural events preferred.
4.	Independent Evaluator	The Independent Evaluator must have a minimum of a Bachelor's Degree in education or a related field with formal training in research and evaluation that has experience in conducting evaluations of programs with out-of-school time services.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Student's Academic Performance	1. Individual / group tutoring for students needing assistance to meet local & state requirements	08/27/2018	05/17/2019
		2. Reading & writing scores will increase by 3%	08/27/2018	07/30/2019
		3. Math scores will increase by 2%	08/27/2018	07/30/2019
		4. Decrease # of students requiring accelerated instruction	08/27/2018	07/30/2019
		5. Provide TSI Readiness in curriculum	08/27/2018	07/30/2019
2.	Increase Attendance	1. Student attendance will increase to 95%.	08/27/2018	12/20/2018
		2. Ensure students are held accountable for truancy	08/27/2018	07/30/2019
		3. Provide incentives to students for high attendance	08/27/2018	07/30/2019
		4. Establish a truancy prevention program	08/27/2018	09/28/2019
		5. Provide workshops for parents on attendance	08/27/2018	07/30/2019
3.	Improve Behavior and Relationships	1. Establish a positive behavior program	08/27/2018	0/28/2018
		2. Provide workshops on safety & character education	08/27/2018	07/30/2019
		3. Observational assessment on students and staff	08/27/2018	07/30/2019
		4. Review and monitor discipline data	08/27/2018	07/30/2019
		5. Provide workshops on Restorative Justice	08/27/2018	07/30/2019
4.	Improve Promotion Rates	1. Provide tutoring at least 2-3 times per week	08/27/2018	07/30/2019
		2. Provide students with homework assistance	08/27/2018	07/30/2019
		3. Monitor student report cards and in class grades	08/27/2018	07/30/2019
		4. Project Director attends District Advisory Committee	08/27/2018	07/30/2019
		5. Coordinators attend Campus Advisory Committee	08/27/2018	07/30/2019
5.	Improve Graduation Rates	1. Coordinator/Counselor aligns activities to grad. plan	08/27/2018	07/30/2019
		2. Improve graduation rates	08/27/2018	07/30/2019
		3. Conduct college and career readiness workshops	08/27/2018	07/30/2019
		4. Establish academic plans early in middle school	08/27/2018	07/30/2019
		5. Monitor school performance reports	08/27/2018	07/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Weslaco ISD conducted a needs assessment in order to prepare for this grant. The district's Stakeholder Committee met multiple times up until the submission of the grant. The committee was comprised of district and campus administration, staff and community leaders. The committee analyzed several indicators: STAAR scores, economic status, disciplinary referrals, mobility rates, dropout and completion rates, college readiness, ACT/SAT scores, and several other risk factors. As part of the needs assessment, the committee conducted a survey of the administrators at each campus. Once the needs were identified, the committee met with each principal to prioritize the needs. The committee reviewed research-based practices that are proven to address the needs identified and developed a proposed plan to ensure the activities were aligned. The community needs assessment identified that there was lack of fee-based programs available in the community that address the academic and enrichment needs of the students and working families in our district.

IDENTIFIED NEED			HOW PROGRAM STRATEGIES AND ACTIVITIES WOULD ADDRESS NEEDS	
Improve Academic Performance in Reading: In 2016-17 TAPR report, the district's reading scores in all secondary campuses were below the state average.			Academic Strategies aim to improve academic performance by providing: hands-on project based activities, tutoring services (one-to-one, small group, & whole group) with research-based activities by highly qualified teachers in all content areas with an emphasis in reading & literacy, software-based tutoring & homework assistance, parent-teacher conferences, & student portfolios. The district will offer family literacy sessions to stress the importance of reading & writing.	
READING	DISTRICT	STATE		
6 th grade	60%	69%		
7 th grade	71%	73%		
8 th grade	77%	86%		
EOC ENG I	53%	64%		
EOC ENG II	61%	66%		
Improve Promotion Rates: In 2016-17 TAPR report, the district's students requiring accelerated instruction in reading was higher than the state and the region.			Academic Strategies and Enrichment Strategies aim to improve promotion rates by offering afterschool programming that engages students and families: Boys & Girls Club, enriched academic support, credit recovery, remedial program, & ongoing monitoring.	
STU REQ. ACC. INS.	DISTRICT	REGION		
8 th GRADE READING	35%	29%	24%	
Improve the Rate of College-Ready Graduates: In the 2016-17 TAPR report, the district's students scored below the region & state in College-Ready Graduates.			College Readiness/Workforce Strategies aim to improve graduation rates & employability rates among students: BGC, TSTC Challenger Center, UTRGV, STC, & TSI Readiness— resources to promote college access & awareness as to provide early exposure needed for success, including college tours.	
COL-READY GRAD	DISTRICT	REGION		
ELA	39.5%	44.6%	50.6%	
MATH	25.6%	37.8%	44.6%	
Improve the Average ACT Scores: In the 2016-17 TAPR report, the district's students ACT average is below the state.			College Readiness/Workforce Strategies aim to improve ACT average scores. A-List Education provides training & resources for teachers. Trainings equip teachers with the tools & resources to effectively integrate content & strategies into existing curricula & to run a stand-alone course. Trainings are tailored to incorporate the <i>TEKS</i> allowing teachers to best leverage the new skills they acquire. To complement trainings, teacher books, study guides, and e-learning tools are provided.	
ACT AVERAGE	DISTRICT	STATE		
ALL	17.7	20.3		
ELA	17.1	19.8		
MATH	17.6	20.5		
SCI	18.6	20.5		
Family & Parental Support: According to the 2016 Census, the poverty level in Weslaco is 25% which is 65% higher than the national average. The income per capita is 42% lower than the national average. The median household income is 35% lower than the national average.			Family & Parental Support Services aim increase student & family attendance in ACE. With the PASOS program working families will learn about how grades are used for college admittance; what classes are important & needed for students to attend college; how to navigate the school system, & other vital information.	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Strong partnerships in an ACE program are vital to the success of the program. Weslaco ISD's ACE program will partner with the Boys and Girls Club of Weslaco, Inc., TSTC Challenger Learning Center, Family Life Ministries, Weslaco Police Department, Weslaco Fire and EMS Department, Workforce Solutions, Weslaco Public Library, local colleges and universities, and other community organizations and state agencies.

Through the partnership with Boys and Girls Club of Weslaco, Inc., the proposed ACE program will receive an instructor and materials on the following:

- **Character and Leadership Development:** This component empowers youth to support and influence their fellow members and the community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities. Examples of this, but not limited to, includes: Youth-of-the-Year Program, Youth-and-Teen-of-the-Month Program, community projects, and volunteer projects.
- **Education and Career Development:** This component enables youth to become proficient in basic educational disciplines, apply learning to everyday situation, and embrace technology to optimize employability. Examples of this include, but not limited to: essay contest, public speaking, Second-Step Violence prevention, and Peer Leaders and Gang Prevention through targeted outreach.
- **Health and Life Skills:** This component develops young people's capacity to engage in positive behaviors that nurture their own well-being and self-sufficient adults. Examples of this include, but not limited to: First Aid, CPR, Health Skills, Hygiene, enrichment and enhancement games, chess club, Kids-in-Control and Second-Step Violence program.
- **Enrichment Activities:** This component enables youth to develop their creativity and cultural awareness through knowledge and appreciation of visual arts and crafts, the performing arts and creative writing. Examples of this include, but not limited to: arts and crafts, storytelling, poetry, and educational games.
- **Sports and Fitness:** This component develops fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social and interpersonal skills. This program will involve youth participation in organized sports activities.

The additional partnerships' activities will support each developmental program. These agreements will help to build and maintain positive open relationships with a diverse group of people. In working with our community partners, it will be a win-win situation for our students. Weslaco ISD will implement and administer the program according to the grant guidelines and will provide ongoing communication regarding the program; will provide space for the activities, supplies, and materials; provide nutritional warm dinners; and provide staff.

There will be regular outreach and communication with key program stakeholders to create ongoing, enduring, and sustainable program. There will be regular scheduled meetings between Weslaco ISD's ACE program and community organizations. The ACE project Director and the Family Engagement Specialist regularly network with community partners by attending local community meetings and sharing the successes of our current ACE program. Weslaco ISD will be the fiscal agent and will manage all the daily operations of our Texas ACE program sites. Additionally, the district has met with the partners to determine what level of participation will be provided by their entities. Weslaco ISD acknowledges that it is important to partner with these community based organizations for additional services for our students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In preparation for the submission of the ACE Cycle 10 grant, the district analyzed the needs of all the campuses. Elements of the needs assessment included the review of the instructional programs that are currently being utilized, the experience and qualifications of the school staff, and the infrastructure that is available for student and teacher use. As a result of this assessment, the following specific *needs* have been identified and strategies have been developed to address those needs.

Community Needs

	No High School Diploma	Bachelor's Degree or Higher	Persons in Poverty	Lang. Other than English Spoken at Home	Crime Rate per 1,000
Weslaco, Texas	32.3%	18.2%	25%	74.4%	52.74
State of Texas	17.7%	28.1%	15.6%	35.2%	31.94

Source: United States Census Bureau (Population 25 and over)

District Needs

	DISTRICT	STATE		DISTRICT	STATE
6 th grade Reading	60%	69%	College-Ready Graduates - ELA	39.5%	50.6%
7 th grade Reading	71%	73%	College-Ready Graduates - Math	25.6%	44.6%
8 th grade Reading	77%	86%	ACT Average - ALL	17.7	20.3
EOC English I	53%	64%	ACT Average - ELA	17.1	19.8
EOC English II	61%	66%	ACT Average - MATH	17.6	20.5
Students Requiring Required Accelerated Instruction – 8 th gd	35%	24%	ACT Average - SCI	18.6	20.5

Source: 2016-17 Texas Academic Performance Report

The proposed ACE grant would impact the academic performance of the students by increasing scores in several categories. According to the 2016-17 TAPR, Weslaco ISD is below the state in 6th grade Reading by 9%, 7th grade Reading by 2%, 8th grade Reading by 9%, EOC English I by 9%, and EOC English II by 5%. Additionally, the percentage of Weslaco ISD students that are considered College-Ready in ELA is 39.5% which is below the state's average at 50.6%. The percentage of Weslaco ISD students that are considered College-Ready in Math is 25.6% which is significantly below the state's average at 44.6%. The average ACT score for a student at Weslaco ISD is 17.7 which is much lower than the average ACT score for a student in the state at 20.3. Several research-based trainings and resources would be incorporated to raise scores in the several areas of need. The main focus would be in reading, writing and college-readiness. High School graduation rates would in turn increase as students are able to successfully pass the standardized exams. This would affect the overall community rates since a third of the city does not have a high school diploma and less than fifth have a bachelor's degree.

According to Home Security Shield, in 2014 and 2015 the city of Weslaco was considered the number 1 most dangerous city in Texas. This type of data impacts the amount of discipline referrals that are at each campus. The area has a limited amount of fee-based after school programs available to students and working families. Taking into consideration the poverty rate, most families would not be able to afford the little that is available. The ACE program would impact these alarming numbers of crime rates by providing a safe place for almost 1,000 students after school to learn about character education, engage in enjoyable enrichment activities, and to receive help to excel in academic studies. This in turn also impacts student attendance rates. Students would be more apt to attend school during the regular school day if they have something that they anticipate attending after school. By having an ACE program in place at the secondary campus, the district is able to incorporate the "Dinner Program" and provide a warm meal before students head home for the evening. Not only will the student attending ACE be able to enjoy a warm meal but to better assist working families the ACE students' siblings would be provided a warm meal as well. Parents will be able to enjoy the same meal for a reduced price.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The district will use the ACE Blueprint, 21st CCLC website, TEA website, and the USDOE website as a framework to support after-school activities that are research and evidence-based. Additionally, the district will harness best practices from previous experiences that have proven to be successful in academic performance, achievement, positive youth development, and postsecondary and workforce preparation. Weslaco ISD ACE is motivated to give students hands-on educational experience, as research has shown the effectiveness of active learning (Hackathorn et al., 2011).

By providing the ACE program for six sites this will ensure that all students at the secondary campuses will have an equal opportunity to participate based on the needs and gaps assessment. These activities will help at-risk students develop and strengthen their knowledge and skills. Promotion, graduation, discipline referrals, daily attendance, and STAAR performance data will be used to justify this data.

The proposed ACE Project Director will work closely with the proposed ACE Coordinators and ACE Family Engagement Specialist using the Texas ACE Blueprint to ensure that the quality and fidelity of the program is implemented. Highly qualified certified teachers will provide valid and reliable afterschool activities to students and parents. All ACE staff at Weslaco ISD will participate in a wide variety of research based staff development, program design, and implementation practices that focus on 21st Century skills for the whole-child. Recently, Weslaco Police Department has joined forces with Weslaco ISD to deter juvenile crime and provide a safe and secure environment to students. This partner, as well as other community partners and the local colleges and universities will complement and enhance ACE activities by providing students materials and supplies, mentors, educational programs, and community leaders that would not be possible without the use an ACE program in place.

The proposed ACE program is primarily project-based learning with a college and career readiness focus. College exposure and readiness is an important part of the proposed program. Weslaco ISD plans on visiting college campuses throughout Texas and explore the steps needed to pursue specific career fields (Dougherty, 2013). In partnership with Colonial Life Insurance, students will be provided with enrichment activities and student identification cards for safety purposes. Through the partnership with the Weslaco Fire and EMS Department students will be provided with activities in safety, civil service, and health care. Through the collaborative efforts with the local colleges and universities, students will participate in college and career readiness. The Valley Nature Center and Estero Llano Grande State Park are established partnerships that will provide ACE students environment programs and civil responsibility lessons.

The district will partner with the TSTC Challenger Center. This post-secondary institution uses evidence-based practices put into place at the IHE that have been approved by the Texas Higher Education Coordinating Board (THECB). Furthermore, the district will refer Parents/Guardians to Workforce Solutions who utilize evidence-based and research-based practices approved from the Texas Workforce Commission and adopted practices from the Adult Basic Education Provider and their curriculum framework. Character education is integrated into all aspects of the program through the partnership with the Boys and Girls Club of Weslaco, Inc., and the curriculum that is incorporated.

With the ACE program at the secondary level, Weslaco ISD students will be able to continue to strive to succeed and engage in learning outside of the school hours. This will lead to an increased sense of involvement in school and parent participation. Weslaco ISD seeks to continue to offer experiences to our at-risk students that all too often are not able to participate due to economic hardships. Any additional vendors, trainers, and staff that will be a part of the positive youth development and behavioral training program will be required to submit research and evidence-based approved materials to support activities being performed at the ACE sites.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The students that will be recruited for the proposed ACE program are the ones that did not meet academic standards on the STAAR primarily in Reading. The district has a need to increase scores in Reading across all grade levels to meet regional and state data. There is an additional need in decreasing the amount of students that are required for accelerated instruction in Grade 8 Reading. Increasingly, new research across many countries is showing that the best predictor of future education achievement and life success is reading ability. Timothy Bates and Stuart Ritchie, at Edinburgh University, have proven the connection between reading well and future job success, empirically. "Children with higher reading and math skills ended up having higher incomes, better housing and more professional roles in adulthood," the authors concluded. Based on the ACT, more than half of the students showed they were ready to handle the reading requirements of a typical first-year college course. The literacy of today's high school graduates has become an enormous concern for colleges and employers. According to the USDE, students must have the reading skills necessary to access material in challenging courses or "all will be beyond them." What differentiates students who are ready for college from the rest is an ability to comprehend sophisticated texts that may have several layers of meaning.

READING 2016-17	DISTRICT	REGION	STATE
6 th grade	60%	62%	69%
7 th grade	71%	70%	73%
8 th grade	77%	81%	86%
English I	53%	59%	64%
English II	61%	61%	66%
Student Require Accelerated Instruction – 8 th grade Reading	35%	29%	24%

In order to improve student academic achievement, the proposed ACE program will be guided by the Texas ACE Blueprint, campus improvement plans, campus needs assessments, campus advisory committees, student STAAR and TELPAS data needs assessment, and community and staff surveys. Using the proposed Weslaco ISD ACE program as a form of intervention, ACE staff will receive training in inquiry-based and project-based programs, and hand-on lessons, as research demonstrates that hands-on learning activates multiple parts of the brain, leading to an increase in the retention of information (Dodge, 2009). The ACE program will offer a wide variety of program activities that are inquiry based and hands-on in all content areas in order to meet the needs of the different learning styles, increase participation, and enhance student engagement. Many times strategies and lessons, such as these, are not done often in the regular school day due to the restriction of the schedule. By having in place these highly engaging techniques to target certain needs in the individual students' skill sets, improve academic achievement will improve. Furthermore, through the proposed ACE program, students will have access to technology to be able to research and produce projects.

At the campus-level, ACE Coordinators will take part in their respective campus advisory committee, curriculum planning meetings, department meetings, and staff meetings. The ACE Coordinators will be able to share program information and updates, as well as receive program direction and feedback in these meetings. Through the participation in these committees and meetings, the ACE Coordinator will have the latest data to be able to adjust the ACE program as needed. Additionally by having the ACE Coordinator network with campus staff in this capacity, there will be better alignment of the regular school day with the afterschool program. This will be evident in the ACE program lessons and activities.

All ACE Coordinators will have access to eSchool and Eduphoria, allowing them to easily monitor student data and run reports on each ACE participant, such as state and benchmark test scores, campus based assessments, daily attendance, daily grades, disciplinary referrals, and at-risk indicators. In addition to this, student portfolios will be used to be able to better place students in intentionally targeted, TEKS-based tutorials. Using the data sources ACE Coordinators will continuously monitor students to ensure they are attending the program and are showing an improvement in academic achievement. The data will also be used for the overall program effectiveness showing areas of improvement and areas of need.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon notification of the grant, Weslaco ISD's ACE program will launch a comprehensive outreach campaign to disseminate information about the project throughout the schools and communities that are served by the six proposed sites. Information will be disseminated at each campus, community newsletters, public libraries, the Weslaco Police Department, Boys and Girls Club of Weslaco, Inc., the Weslaco Fire and EMS Department, local faith-based organizations, to all ACE program partners and service providers. This outreach information will include each center's location, days and hours of operation, and classes and services offered. Flyers will be translated to Spanish.

The program will use the following methods to disseminate information to the community:

- Create and maintain a website dedicated to the ACE program and for each site
- Create and maintain social media accounts, including Facebook and Twitter, to provide announcements about the program and to highlight the successes
- Distribute newsletters, flyers, brochures, and a monthly activity calendar to parents and students
- Distribute a monthly community newsletter to keep local, non-school community members informed about program activities
- Speak to families about the program at school functions
- Collaborate with the district's Public Relations department to have program activities advertised through the district's social media and the local newspaper
- Collaborate with the district's KWES department to have program activities advertised through district's local T.V. station; and
- Submit story ideas to the local newspaper for the weekly article covering human interest stories in our district.

Information will be shared with all district and campus stakeholders throughout the year, beginning with the notification of the grant award, registration, and Meet the ACE Night. Throughout the year, program information will also be shared by the Family Engagement Specialist at family events, including combined events where the ACE program partners with the school district and other district programs. Information about the program and evaluation activities will be provided through regular school communication and at parental meetings.

At the end of each school year, the proposed ACE program will host an ACE Showcase where students display their work, perform, and talk about what they learned through their participation in the program. This great community event that will allow program staff to distribute information about individual centers and the ACE program as a whole. The ACE participants will have the opportunity to promote all the wonderful things that are taking place during the ACE program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Weslaco ISD is located in south central Hidalgo County, which is about eight miles north of the Texas-Mexico border. The school district encompasses 54 square miles and is bordered by the cities of Progreso to the south, Donna to the west, Mercedes to the east and Edcouch-Elsa to the north. With such a large coverage area in the district, the need for students to ride the bus after the ACE program is about 63%.

All students are required to stay at the ACE program site until they have been dismissed. Each student that participates in the proposed ACE program will submit a registration form that indicates the preferred method(s) of dismissal and is signed by the parent or legal guardian. Options for dismissal include parent pick up, bus transportation, walk or bike ride, or drive own vehicle. The sites follow the preferred dismissal method of the campus for the purpose of consistency for families, which may include car tags or physical sign out procedures with a photo ID.

Bus - If a student will be going home on the bus, they will be escorted to the designated bus pick up area. Each student will be signed out from the ACE program as they enter the bus. Each bus driver will have a list of the students that are on the bus along with the address and emergency contact number for each student.

Pick Up – Any adult that is picking up a student before the dismissal time, must sign them out and show a photo ID. If another adult is picking up a student, written permission must first be given by the parent or guardian. This is indicated either on the registration form or in writing along with the additional adult presenting their photo ID upon pick up.

Walk or Bike and Drive – Parents that have indicated on the student's registration form that their child is allowed to walk, bike, or drive home will be allowed to do so. Students will need to sign out with an ACE staff member when program activities have concluded and are dismissed at the end of the day.

The ACE Site Coordinator is fully responsible for every participant until they have safely exited school grounds according to the transportation requested as stated in the student's registration form.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Weslaco ISD plans on utilizing volunteers to support activities carried out through the proposed ACE program. The use of volunteers is well known for assisting with providing human capital to sustain programming beyond grant funding cycles. In partnership with Weslaco ISD, our community partners, local faith-based organizations, and local service organizations, Weslaco ISD's ACE program will actively recruit and train volunteers to assist with program activities. The population that Weslaco ISD will specifically target as volunteers are, but not limited to, senior citizens, Winter Texans, parents, and college students.

In addition to the recruitment efforts with current partners, volunteer opportunities will be advertised through the district and program websites, social media outlets, and direct contact through community outreach. Each volunteer will be interviewed by the ACE Family Engagement Specialist and Site Coordinators to ensure proper placement within the program. After volunteers have been matched with a site and appropriate activities, will receive training in ACE program policies, procedures, classroom management, and safety.

Senior citizens and parents have a great set of skills and knowledge, as well as, experiences to offer in so many ways. These volunteers are able to be a mentor, a tutor, provide career guidance, offer companionship and care. To be able to recruit senior citizens and Winter Texans, the ACE Project Director will work with the volunteer recruitment team from the district and the Boys and Girls Club of Weslaco, Inc. The district is able to recruit volunteers from the Winter Texan RV parks, nonprofit agencies, faith-based organizations, and the local aging council. The population of Winter Texans that travel from all over the United States and Canada to enjoy the great warm weather of South Texas are available to volunteer most of the school year. According to a survey conducted by UTRGV (Vacker, 2016), there are about 96,000-100,000 Winter Texans that visit South Texas. On average, Winter Texans reside in South Texas 133 days in a calendar year, which is about two-thirds of the school calendar year. More than 75% of the Winter Texan population in South Texas have at least attended college (Vacker, 2016). Additionally, in the UTRGV survey (Vacker, 2016), about 75% of Winter Texans stated that they participate in volunteering. This is a great resource that is available for recruitment of volunteers.

In addition to senior citizens and Winter Texans, college students are recruited from the local IHEs. The use of college students will be instrumental in conjunction with district staff that are promoting college and career readiness activities, which is a critical part of the ACE grant. College volunteers serve as a positive role model to our at-risk students and they are able to develop a set of new skills by doing so. Some volunteering tasks include assisting with technology, tutoring, co-teaching an area of expertise, and providing career awareness information.

The goals of having ACE volunteers are to:

- enrich the ACE students' educational experiences through individual or small group assistance;
- provide the community opportunities to be a part of young peoples' education;
- promote and strengthen the relationship between families, school and the community;
- promote a positive attitude about education by showing ACE students that others are interested and involved in their education;
- meet other families and community members interested in making a difference; and
- stimulate community interest and involvement in the schools.

District volunteers are trained using the school district's parental department and the Boys and Girls Club of Weslaco, Inc. Volunteers are trained in CPR and first aid, tutoring, mentoring, and best instructional practices. For the safety of the students, all volunteers go through a criminal history background check. Every year, volunteers are recognized at a school board with a proclamation and an awards banquet.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weslaco ISD is committed to establishing an after school program that will last for years to come. The Weslaco ISD elected school board is dedicated to the support of the ACE program. The letter of support is attached to the application and has been signed by all school board members. The proposed ACE program understands that the success of an afterschool program relies on family and community involvement, continual feedback, program awareness, evaluating program effectiveness, and program sustainability.

Weslaco ISD has a history of forming partnerships with the community in an effort to enhance and sustain programming through the implementation of the Community Advisory Council (CAC). Community Advisory Council members include stakeholders from the school district, such as the ACE Director, ACE Coordinators, ACE family Engagement Specialist, principals, teachers, parents, students, and community members. The Community Advisory Council will be formed upon receipt of the ACE grant program, and member participation will be aligned with the services specified in the grant. There will be several meetings that take place throughout the life of the grant to implement the five key steps outlined in the Texas ACE Blueprint.

The sustainability plan would involve community partnerships and volunteers to help with the program. We have several partnerships that we currently work with and have built lasting relationships with. The vision and mission of our partners align with our ACE program. We would coordinate with existing partnerships and plan to maximize the effectiveness of the relationship over time. The design and activities of the ACE program will be replicated across the sites once funding has ended. The following **five steps** are used to guide our planning:

1. **Determine the sustainability target** – The Community Advisory Council will review the grant participation and performance on a continual basis to determine a sustainability target. This will identify what is needed for the greatest student impact.
2. **Determine the service model needed to accomplish the sustainability target** – The Community Advisory Council will review which service model is more effective to create a highly effective plan.
3. **Determine the required resources needed to support the stated service models** – The resources that are used throughout the life of the grant that have been acquired through local, state and federal funds, as well as, partnerships and contributions will be cataloged so that they can continue to be used at the end of the grant to help the sustainability. The district will identify the areas that have the most need and will identify community resources and volunteers to serve in partnership.
4. **Develop a theory of action that links resources to service models to the sustainability target** – Weslaco ISD will focus on securing buy-in from the community throughout the life of the grant by presenting the committee's findings yearly to the city commission, Economic Development Corporation of Weslaco, and community in order to move towards creating an external funding source. Support from community organizations and stakeholders will allow the program to secure funding and resources.
5. **Develop a logic model to operationalize the theory of action** – A logic model will be created to organize the program information, activities and resources to be presented to the school board yearly to highlight the program's accomplishments. Not only will this allow the program to shine to the community, but it will also build buy-in from the community and ISD once they see what the program offers. This will create an opportunity to discuss and plan for program sustainability with the school board by identifying additional funding that targets local district funding.

This is a continual process to maintain partnerships to support our students and their families. We understand that the district administration, community partners, school staff, students and their families are vital to this process of sustainability. Additionally, this support is able to show great success in creating lifelong partnerships, funding avenues, and sustainable programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Weslaco ISD is a Title I Part A school district. In addition to this funding, the district receives Title II, Part A; Title I, Part D; Title III funds; State Compensatory funds; and Bilingual state allotment. These funds provide services to eligible students in reading, math, and supplementary health and social services. The federal, state, and local funds will be used to for additional tutorials and materials on an as needed basis.

Weslaco ISD administrators, campus personnel, and community members met as a Stakeholder Committee to discuss the district's goals in relation to the community learning centers at all six sites. The administrators represented a variety of district departments such as: Food and Nutrition Services, Transportation, Safety and Security, Parental, Federal Programs, Staff Development, Business Office, Human Resources, Bilingual, Special Education, and Student Support Services. During the planning process, there was discussion of project implementation, assessment of school and community needs, gaps in services, plans for joint initiative, and a communication plan. This planning process enhanced the coordination of federal, state, and local programs to make the most effective use of public resources.

Upon notification of grant award, the Stakeholder Committee will collaborate by combining public resources for targeted interventions. Title I funds will be utilized to supplement the ACE program by providing instructors and supplies. Local ISD funds will be used to supplement bus transportation personnel, usage and maintenance. The Child Nutrition Services funds will provide after school warm dinners during the Fall and Spring semesters, and during the summer semester students will be provided with a nutritious breakfast and lunch. The maintenance department will use local ISD funds to maintain the interior and exterior building. In-kind campus administrators will promote and support the program's initiatives by providing information on student needs. Through in-kind partnerships, workshops for parents and students will be provided by the parental department director and campus parental specialist who will collaborate with the ACE family engagement specialist in delivering parental services to all ACE sites. The in-kind Student Support Services will help serve ACE participants who are homeless, refugees, or have special needs. Through the proposed ACE program, current campus activities and programs will be supplemented. Some of the programs include, but are not limited, to: STEM, Robotics Club, Chess Club, Coding Club, 4H AmeriCorps, and dance.

Even though all proposed Weslaco ISD ACE sites are at current Weslaco ISD schools, the district will not charge the ACE program rent, maintenance, or utility fees. Having ACE sites at Weslaco ISD schools provides a number of opportunities for the program to complement, enhance and extend the services available currently on the campuses. The proposed ACE program will be implemented and coordinated with the funding from this grant and will be supplemental and not supplant any funds. By hosting the ACE program, current resources, including federal, state, and local programs, will be available to enhance and extend the program. This will be the most effective use of public funds. The ACE program grant will not be used to divert or decrease existing services or to provide services required by state law, the State Board of Education or by local policy.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Central Middle School 503 E. 6 th St. Weslaco, TX 78596		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108913043				
	Cost per student	\$839.26				
	"Regular" student target (to be served 45 days or more annually):	135	Parent/legal guardian target (in proportion with student target):		27	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Armando Cuellar Middle School 1201 S. Bridge Ave. Weslaco, TX 78596		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108913042				
	Cost per student	\$839.26				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		20	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Beatriz G Garza Middle School 1111 W. Sugar Cane Dr. Weslaco, TX 78596		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108913044				
	Cost per student	\$839.26				
	"Regular" student target (to be served 45 days or more annually):	155	Parent/legal guardian target (in proportion with student target):		31	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Mary Hoge Middle School 2302 N. International Blvd. Weslaco, TX 78596		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108913041				
	Cost per student	\$839.26				
	"Regular" student target (to be served 45 days or more annually):		145	Parent/legal guardian target (in proportion with student target):		29
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Weslaco High School 1005 W. Pike Blvd. Weslaco, TX 78596		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	108913001				
	Cost per student	\$839.26				
	"Regular" student target (to be served 45 days or more annually):		225	Parent/legal guardian target (in proportion with student target):		45
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Weslaco East High School 810 S. Pleasant View Dr Weslaco, TX 78596		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	108913006				
	Cost per student	\$839.26				
	"Regular" student target (to be served 45 days or more annually):		200	Parent/legal guardian target (in proportion with student target):		40
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		Weslaco 21 st Century CTE Early College High School			
9-digit campus ID number		108913009				
Estimated transportation time		5 minutes				

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Center 7	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name		
	9-digit campus ID number		
Estimated transportation time			
Center 8	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name		
	9-digit campus ID number		
Estimated transportation time			
Center 9	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name		
	9-digit campus ID number		
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
	Feeder school #1	Feeder school #2	Feeder school #3			
Campus name:						
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management Plan

The district will establish a management plan that will provide high-quality programming and adhere to all the requirements as set forth by TEA. The management plan will include the following:

- the ACE Program objectives and goals;
- the strategies to achieve the objectives and goals;
- the milestones in which the objectives and goals will be met;
- job roles and responsibilities of ACE personnel;
- procedures to identify and recruit participants;
- procedures to obtain resources, supplies, technology equipment, software, and materials;
- services offered by community partnerships; and
- a communication plan including meetings among staff, the community, parents, etc.

WISD ACE Organizational Chart**Center Operations****ACE Program Schedule**

	Fall Session	Spring Session	Summer Session
Days of the Week	Monday – Friday Saturday (Optional)	Monday – Friday Saturday (Optional)	Monday - Thursday
Hours of Operation	Middle School 3:30pm-6:30pm High School 4:00pm-7:00pm	Middle School 3:30pm-6:30pm High School 4:00pm-7:00pm	Middle School & High School 8:00am-12:00pm
Hours per Week	15	15	16
Weeks in Operation	13	16	6

Funding for this grant will allow the ACE program to serve a minimum of 960 secondary students. Students that will be recruited in the program will be those that are identified as in most need of academic assistance in reading and writing ACT/SAT/TSI Readiness. Once students have been identified, parents will be invited to attend an orientation to for an overview of the program activities and handbook. To ensure the needs of working family are met, additional programming will be available to engage the siblings of the identified students. Weslaco ISD has comprehensive policies and procedures in place for the safety and security of all students. The ACE registration forms will contain parent contact information, emergency contact information, photo release statement, and parent's preference for transportation. In addition to this, there will be an assigned security guard at each site for the ACE program.

Budget Plan

The Stakeholder Committee met with the Business Office to ensure that the proposed budget was balanced and met the needs of the identified areas in the district. Throughout the life of the grant, the Stakeholder Committee will continually meet to review the milestones and evaluations of the ACE program. This will be the focus of the committee in determining budgetary decisions. The in-kind budget specialist will review the grant monthly with the ACE Director to ensure that the district is in compliance with TEA requirements. This school year, the business office received a Superior Achievement Rating with a perfect score of 100 out of a maximum 100 points. For the last 14 years, Weslaco's Business Office has received a Superior Achievement Rating. The Weslaco ISD ACE program will coordinate with schoolwide programs under ESSA and State Compensatory Education by providing academic opportunities for our at-risk students. If awarded, the ACE grant will be supplemented through existing federal, state and local services.

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Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To evaluate the ACE program, data will be gathered from a variety of program and district-level resources, including informal assessment (teacher records, walkthrough data, surveys), quantitative formal assessments (benchmark testing, STAAR scores, pre and post testing), and data from the district's eSchool record management program (attendance, discipline, grades, and disciplinary referrals). Program data entered into the TX 21st will play a vital role in program evaluation. Data that is gathered will be used by ACE program staff and the external evaluator to analyze the performance and effectiveness of the program and to make informed decisions in regards to changes to the ACE program.

The ACE Site Coordinators will collect and enter data daily into the TX 21st tracking system. The gathered data will include center information, staffing, partners, feeding sites, schools served, grade levels served, activities, activities attendance for students and parents, activity enrollment, program schedule, goals and objectives, parent surveys, student interest inventories and focus groups, teacher surveys. In addition to this the ACE Site Coordinators will collect student level data that includes student name, student ID numbers, ethnicity, campus, grades, behavior, assessments, enrollment, attendance, and promotion and retention. Weekly walkthroughs of the ACE program activities will be conducted by the ACE Site Coordinators and will be shared with the ACE Program Director.

The ACE Program Director will collect and input data that would include funding sources, contracts, objectives, profile, partners, and ratings. Weekly walkthroughs of the ACE program activities during site visits will be conducted by the ACE Program Director and shared with the ACE Site Coordinator. The data will be used in an effort to make continuous improvements and adjustments as the program progresses throughout the year. The ACE Program Director will coordinate with ACE Site Coordinators that all entries are being made at the center level on a timely basis. Additionally, the ACE Program Director will review the data of each site to identify any missing information, activity effectiveness, average daily attendance, and remedy any errors that have been flagged. A template will be used to track hours of operation, program start and end date, number of weeks in operation, and other programming information. Staff attendance will be documented through time cards and signed by both the ACE Site Coordinator and the ACE Program Director. Data will be used to create campus and program logic models as required by ACE. All data will be backed up and kept by the ACE Program Director.

The Community Advisory Committee will be given access to the data results to assist the ACE Program Director, the ACE Site Coordinators, and the ACE Family Engagement Specialist make programming decisions, especially in regards to the amount of students that are served in the program, the size of the classes, and individual needs of each campus. Results of the evaluation will be used to refine, improve, and strengthen the program. Performance measures will be in place to assess program effectiveness in meeting the state goals and objectives. Data resulting from the program evaluation will be made available through multiple avenues such as the district's ACE program website, newsletters to the community and campuses, and district social media accounts. Summarized data, including the overall performance of campuses and the district, statistics on improvements in the area of grades, assessment scores, behavior, and attendance, will be shared to keep all stakeholders informed while keeping the confidentiality and integrity of student data.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-913

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 108-913		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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